



**Millbrook South Cavan Public School**  
47 Tupper Street  
Millbrook, Ontario  
L0A 1G0



**Community, Culture and Caring**

## **School Bullying Prevention and Intervention Plan**

At Millbrook South Cavan Public School we believe the most effective means to address bullying is through a comprehensive, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Councils, volunteers and the community.

This school based plan aligns with the Kawartha Pine Ridge District School Board's Bullying Prevention and Intervention Plan. Our school plan promotes a school-wide approach to ensuring we have a safe, inclusive and accepting school environment free from bullying, harassment, discrimination and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan, as well as our school's plan, reflect the Ministry of Education guidelines.

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### **1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)**

Millbrook South Cavan Public School recognizes that a whole-school approach to involving and engaging the school community will help us to address inappropriate behaviour.

We will focus on education, awareness and outreach by doing the following:

1. **Restorative Practices** – are used in a variety of ways at Millbrook South Cavan Public School:
  - To build a sense of community and commitment to one another in our school

- Daily use in some classrooms as a means of learning, discussions and problem solving following recess breaks (mostly in Primary classes)
- Circles in classroom to problem solve as a group, to address specific issues that are emerging, to allow student voice and assistance in sharing perspectives and problem solving
- Circles in staff meetings to share perspectives, to celebrate successes, to openly share concerns, to problem solve collectively as a group to help one another and to help our students, the school and our school community

(A circle is a way of meeting with people and of having conversations in which the shape itself implies, community, connection, inclusion, fairness, equality and wholeness. It draws on the Aboriginal tradition of the Talking Circle in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice and is appropriately heard.)

## **2. Review of the Code of Conduct for Millbrook South Cavan Public School**

- The principal conducts classroom visits for all classes from Grade 1 through Grade 8 early in the school year (during the month of September)
- Discussion takes place about specific expectations for behaviour for students and staff
- In Grade 4 through Grade 8, in a circle format, we look at the specifics of the Code of Conduct and review the expectations for student and staff behaviour
- We use the terminology and framework of the Code of Conduct to assist students to understand what bullying is and the impact that it has on others

## **3. Progressive Discipline** is used as a follow up/consequence to Unacceptable/Inappropriate Behaviour.

Consequences for inappropriate behaviour are:

- Appropriate to the individual, circumstances and actions
- Used in a progressive fashion with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures
- Firm, fair, clear and appropriate to the student's age and development
- Meant to include learning opportunities, to reinforce positive behaviours and help students make good choices

For students with Special Education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Kawartha Pine Ridge District School Board, principal and vice principals consider all mitigating and other factors as required by legislation.

Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools manuals for administrators.

Progressive Discipline/Consequences may include one or more of the following (as outlined in the Code of Conduct for Millbrook South Cavan Public School):

- Warnings
- Time outs
- Time owed
- Restricted Privileges
- Apology
- Restitution (i.e. paying for damage, doing community service)
- Suspension Expulsion

#### **4. Establishment of a Safe Schools Committee**

- This is a decision making item for the School Council at Millbrook South Cavan Public School on an annual basis
- School Council has decided up to this point, to have the Safe Schools Committee as part of the regular meetings of the School Council
- The topic is covered at least (but usually more often through agenda items) three times per school year
- There is an opportunity for information to be shared, concerns to be heard and for input to be provided to school staff from the parent's perspective

#### **5. Use of Kelso's Choices as an Instructional Tool and Problem Solving Model**

- Provides students in the Primary Division (Kindergarten through Grade 3) with specific ideas about ways that can handle a conflict
- Provides students with a framework in which to decide if it is a "little problem" that they may be able to work through independently or a "bigger problem" that will probably require the assistance of an adult to solve

#### **6. Whole School Approach to Safe Schools as a Framework for Staff**

- Discussion and planning as a school staff about our expectations for student behaviour and our role in monitoring and fostering positive student behaviour
- Discussions about the things we will all commitment to doing in terms of consistent practice, supervision of students, school routines etc.

#### **7. Reporting Strategies are in place**

- Anonymous reporting boxes in both the Primary and the Junior/Intermediate Halls
- Online anonymous reporting link on the school website

We will **engage** parents in conversations about preventing bullying and in promoting a positive school climate by doing the following:

1. We are engaging our School Council by meeting regularly to discuss Safe Schools and our School Improvement Plan for student well being
  - Minutes of School Council meetings are sent to the School Council's email distribution list of parents and guardians
  - Minutes of School Council meetings are posted on the school website [www.millbrooksouthcavan@kprdsb.ca](mailto:www.millbrooksouthcavan@kprdsb.ca)
2. Keeping ongoing, timely and respectful and responsive lines of communication open between home and school.
3. Providing Opportunities for parents and guardians to learn about a variety of topics including:
  - Internet Safety
  - Millbrook South Cavan Public School Code of Conduct
  - How to support your child through Bullying issues
  - Information about healthy relationships and lifestyles
  - Ways to develop the Kawartha Pine Ridge School Board's Character Education attributes with your child
  - Information about simple things to do at home to support the learning and education taking place at school (developing a strong partnership between home and school)
  - Ways for parents and guardians to become involved in our school
  - The impact of media, TV watching, video games etc.

These learning opportunities may be addressed in a number of ways:

- Individual conversations and sharing of resources with specific families
- Articles in school newsletters
- Items posted on the school website
- Information sessions organized by School Council (i.e. evening presentations)

## **2. EVALUATION OF EVIDENCE (see Appendix B)**

### **Pre-evaluation strategy**

The **main areas of strength** as raised by our students in our school climate surveys and other communications are:

From the School Climate Survey results from the spring 2013:

1. Students feel that most or all of the adults in the school expect them to succeed. They feel supported and encouraged.
2. Students feel that most of all of the adults in the school respect their background (i.e. cultural, racial, religious etc.)
3. The majority of students feel that Millbrook South Cavan is a good place to learn always or often.
4. Students feel the school is friendly and welcoming.
5. The majority of students feel that they get along well with other students in the school always or often.
6. Students feel there is extra help available at the school when they need it.
7. Students feel they get the support needed at Millbrook South Cavan to learn to the best of their ability.

The **main issues of concern** raised by our students in our school climate surveys and other communications are:

From the School Climate Survey results from the spring 2013:

1. Students do not always feel comfortable answering questions in class.
2. Students do not always feel comfortable speaking up in class to give opinions.
3. Students do not always have confidence in adult interventions.
4. Name calling or insults are a concern amongst students.

Main area of strength regarding our **physical environment** as raised by our students in our school climate surveys and other communications are:

1. Students feel the school building is in good shape.

Concerns raised regarding our **physical environment** are:

1. No concerns about the physical environment were raised. (i.e. Lighting, access and security, grounds, etc.)

The steps we follow for reporting, responding to and following up on issues are as follows:

1. Establishing open and honest communication in classrooms and in our school where students feel they are able to share concerns, report incidents and expect assistance from adults.
2. Reporting Strategies are in place
  - Anonymous reporting boxes in both the Primary and the Junior/Intermediate Halls
  - Online anonymous reporting link on the school website

- School staff are clearly visible on the school yard (wearing orange vests) and available to assist students
  - School staff monitor the school areas (i.e. classrooms, hallways, washrooms, change rooms etc.) and are available to assist students
- 3 Safe Schools Incident Report form available to all staff as a means of communicating the need for administrator involvement and problem solving regarding an incident
- This process is reviewed annually with all school staff
  - The form is included in the staff handbook for Millbrook South Cavan Public School
  - The form is readily available in the staff room
  - All forms are followed up on by the school administration and information is communicated to the appropriate staff
  - Similarly, students and families also receive communication if necessary either through a teaching staff member or the school principal
5. Meeting with students, staff, and contacting parents as required. Utilization of restorative practices where appropriate.
6. Use of Progressive Discipline as outlined in our school Code of Conduct.
7. Teaching students appropriate behaviour and interaction skills as needed. Helping our students to develop the attitudes, skills and knowledge to be effective members of our school community and of the larger community.

Based on a review of our school climate survey results, we have been successful in the following areas:

1. Ensuring that students understand the school rules.
2. Creating a school environment that students consider to be a good place to learn.
3. Creating a school environment where students feel they get the support they need to learn to the best of their ability.
4. Adults having clear expectations that the students will succeed.
5. Offering opportunities to get involved in community projects (i.e. Terry Fox Run, Food Drives, Centennial Place, the global community through Me 2 We etc.)

Based on our school climate surveys, we will continue to work on the following areas that need improvement:

1. Using structures, processes and direct instruction designed to facilitate student voice and responsibility for their own learning in class. Furthering our work with developing self-regulation skills in our students.
2. Ensuring consistency in approach amongst all staff (especially in light of the the new students and staff who will be joining us at Millbrook South Cavan in September 2014). Focusing on a “Whole School Approach” to Safe Schools.
3. Becoming more visible in our interventions when student issues arise. Focusing more carefully and intentionally around the issue of put downs, name calling and insults.
4. Focusing on further developing a sense of an inclusive school community as we welcome new students and staff to Millbrook South Cavan in September 2014.

### **3. FOLLOW-UP ACTIONS (see Appendix B)**

We will actively communicate our policies, procedures and guidelines to our school community. We also will involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:

1. Meeting as a School Council around Safe Schools issues.
2. Meeting as a School Council to review the school Code of Conduct and the Bullying Prevention and Intervention Plan as dictated in Board policy.
3. Meeting as a School Staff around Safe Schools issues, consistency of actions through a Whole School Approach to Safe Schools (including reference to the school Code of Conduct, Bullying Prevention and Intervention Plan and our goals for Community, Culture and Caring.
4. Including the school Code of Conduct and School Bullying Prevention and Intervention Plan on our school website
5. Reviewing regularly with students the expectations of our School Code of Conduct, of the skills, attitudes and character attributes needed to be part of our school community and the larger Millbrook community.

The roles and responsibilities of everyone in the school community - including students, staff, parents, and community members are as follows:

From our School Code of Conduct for Millbrook South Cavan Public School:

#### **1. Common School Community Member Responsibilities**

- Safety is everyone’s responsibility.

- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

## **2. Additional Student Responsibilities**

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

## **3. Additional Staff Responsibilities**

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

## **4. Additional Parent/Guardian Responsibilities**

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

2. When responding to issues it is important that everyone keep the following in mind (based upon the Restorative Practice Framework):

- a. Everyone has their own unique and equally valued perspective.
  - i. What's happened from your perspective?
- b. Thoughts influence emotions, emotions influence actions.
  - i. What were you thinking at the time and what have you thought about since?
- c. Empathy and consideration.
  - i. Who has been affected and how?
- d. Needs and unmet needs.
  - i. What do you need so that things can be put right and everyone can move on?



- e. Collective responsibility for problem solving and decision making.
  - i. How can you address these various needs together?

#### **4. PREVENTION (see Appendix C)**

We recognize that promoting a positive, welcoming and inclusive learning environment will help to prevent bullying, harassment, and discrimination. We are committed to taking steps to prevent bullying.

These steps include active use of our Safe, Caring and Restorative School Team, which promotes a safe, inclusive and accepting school climate. This team will include a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

At Millbrook South Cavan, this team is made up of School Council members as well as a teaching staff representative. Student voice is included through climate surveys and feedback from students to staff. The team's main responsibility is to maintain the ongoing emphasis on student safety and wellbeing.

Other steps to prevent bullying, harassment and discrimination will include:

#### **A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING**

1. Kelso's choices
2. Participating in Board events as they are made available – i.e. Rachel's Challenge
3. Publicizing KPR's Report Bullying weblink through the school website
4. Lunch Buddies
5. PALs program ---Peers as Leaders (older students assisting younger students with games and activities on the yard)
6. Support from the School Board Counsellor as available
7. Connecting families with outside support agencies as appropriate (i.e. Peterborough Youth Services, Kinark etc.)
8. Regular "check ins" to support students who need assistance ---letting them know an adult is interested, cares and want to provide support.
9. Using the resource "Calm, Alert and Learning" by Stuart Shanker as a teaching resource for staff – providing students with direct instruction about how to self-regulate their own behaviour, to develop empathy for others and to reflect on their own behaviour and learning in a critical way. The program also allows staff to provide direct instruction to students about strategies that are critical when problem solving.

## **B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**

1. Restorative practice refresher for staff
2. Circles in the classroom
3. Circles in staff meetings
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings
6. Open and honest communication between home and school
7. Using the “Celebrating Us” program from the Kawartha Pine Ridge District School Board to help promote an inclusive environment within classrooms and the school community

## **C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**

1. Circles as part of the timetable
2. Me 2 We
3. Opportunities to be involved in school leadership activities – lunch monitoring, library helpers, bus monitors, bus helpers, PALs
4. School activities that bring the school community together –i.e. Open House, Book Fair, Fun Fair, Christmas concerts and activities
5. Involvement of volunteers within our school
6. Student Recognition Assemblies
7. Promoting Student Work and Activities through our school website
8. Opportunities to become involved in Extra Curricular Activities staff are able to provide (possible activities will change on a yearly basis depending on the availability of staff to be included)
9. Opportunities to learn to become part of a larger community ---i.e. giving to others at Centennial Place, opportunities to support charitable causes
10. Homework Help Club

## **D. AWARENESS RAISING STRATEGIES FOR STUDENTS**

1. Social emotional learning programs
2. Social skills groups for identified students to provide direction instruction (lead by Child and Youth Workers)
3. Rachel’s Challenge and other Board sponsored learning opportunities for students
4. Participating in Bullying Awareness and Prevention Week through Pink Shirt Day in February ---has previously involved a presenter as well as time for cooperative/team building activities for students.
5. Instruction through the Health Curriculum
6. Direct Instruction – i.e. use of Model Me Kids video series
7. Classroom Circles and discussion
8. Special Presenters ---i.e. Community Liason officer from the OPP, MADD etc.

## **E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY**

1. Continuing to include information articles and strategies in school newsletters to assist parents and guardians in their work with their children at home.
2. Continuing to gather School Council input for the School Improvement Plan and specifically the Community, Culture and Caring Goal of the school. How can the work and activities of School Council support this work.

## **F. CURRICULUM AND DAILY LEARNING**

1. Using daily situations within the classroom to help students learn the skills and attitudes needed. Using the “teachable moment”. Focussing on the Restorative Practice guidelines to help students develop an understanding of their own perspective, but also empathy for another person’s perspective:

Themes and 5 useful questions:

- Everyone has a unique and equally valued perspective.  
What’s happened from your perspective?
- Thoughts influence emotions, emotions influence actions.  
What were you thinking at the time and what have you thought about since?
- Empathy and consideration.  
Who has been affected and how?
- Needs and unmet needs/  
What do you need so that things can be put right and everyone can move on?
- Collective responsibility for problem solving and decision making  
How can you address these various needs together?

- 2 Using situations within our world to help student learn to view things from different points of view ---most effective with older students who have some preliminary skill development.
3. Covering topics as outlined in the Ontario Curriculum’s Health documents.

## **G. STAFF AND STUDENT ROLE MODELS**

We also have identified the following learning and training opportunities for staff and the school community:

1. Staff training - regular staff meeting discussion about our work on Student Well Being goals (Community, Culture and Caring) as well as the needs of individual students  
-again this will be especially important as we welcome new students and staff to Millbrook South Cavan for September 2014
  
2. School Council and Community – continue to include Safe Schools Committee topics and awareness items as part of the School Council agenda.

## **5. INTERVENTION AND SUPPORT STRATEGIES (see Appendix C)**

We will take the following steps to respond to all incidents of bullying, harassment, discrimination and other inappropriate behaviours, and to support students.

We will maintain a Whole School Approach to Safe Schools supported by all staff:

1. Provide Safe Methods for Students to Report Bullying
  - a. Speak to a Teacher, other staff member, Principal
  - b. KPRDSB Report Bullying Web link – available on all school websites
  - c. Anonymous drop box in school
  - d. Via parent/guardian conversation with school staff
  - e. Emailing a school staff member
  - f. Kids Help Phone Line – available on all school websites
  
2. Restorative practices
  - a. Please see ideas covered in previous sections above
  
3. Progressive discipline
  
4. Communication between home and school to develop a team approach.
  
5. Reintegration of students from suspensions or expulsions
  
6. Educating students about appropriate behaviour, modelling appropriate behaviour for our students and providing opportunities for students to use the skills

## APPENDIX A – BULLYING DEFINITIONS AND COMMUNICATION

We use the Ministry of Education’s definition of bullying as follows:

**Bullying** - means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education (“intimidation”).

For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

In other words, bullying:

- is a deliberate act to harm or exclude someone or “put someone down”
- usually happens more than once over time
- involves someone having more power over another and abusing that power

Cyber-bullying means using the internet, social media, texting or other electronic means to bully someone.

In communicating with students, staff and our school community, we will:

- Identify different types of bullying, including cyber-bullying
- Understand the myths and realities of bullying behaviour
- Identify bullying and how it is different from conflict, aggression and teasing
- Understand power and relationships among peers
- Identify how bias, prejudice and hate can lead to bullying
- Identify different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a “whole school approach” and the importance of everyone contributing to a positive school climate for student achievement, success and well-being
- Understand the factors that contribute to a safe, inclusive, caring and accepting school climate
- Identify ways to make students aware of how they can help prevent and respond to bullying
- Identify ways to engage parents in conversations about preventing bullying and promoting a positive school climate
- Reach out to parents and the broader school community to promote safe, caring, inclusive school environments
- Reflect on our relationships and interactions, and focus on promoting healthy relationships
- Become knowledgeable about community partners and resources available in our community

We also will share with our school community, all related policies and procedures. These include the Board and School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.

## **APPENDIX B - EVALUATION OF EVIDENCE**

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies, practices and programs on evidence from our school climate surveys and other relevant information and communications we receive. We will measure the success of our anti-bullying initiatives and strategies:

- Evaluate the evidence to identify the main areas of concern and issues in the physical environment, determine current procedures, and assess the success of those procedures, based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying), as well as identify and assess any roles.
- Review and update our anti-bullying strategies as a result of gathering new information, and share the information with our school community.

### **FOLLOW-UP ACTIONS**

We will evaluate the results of future school climate surveys to make sure our follow-up actions were effective. This evidence will identify and measure the success of steps we took to prevent or respond to bullying and to support students. This will help us to make further changes, where needed, to ensure safe, caring, welcoming and inclusive school environments.

### **POLICY AND PROCEDURES**

We recognize that a consistent, whole school approach, strong policies and appropriate legislation are important for bringing widespread change.

We also recognize that our policies and goals must address the challenges identified in our school climate surveys and other data.

## **APPENDIX C – PREVENTION, INTERVENTION AND SUPPORT STRATEGIES**

We also will:

- “check in” regularly with students who are at risk of being bullied or who are affected by bullying
- provide opportunities for teachers to develop effective classroom management skills using progressive discipline
- establish and maintain respectful, safe, caring and restorative classrooms
- provide supervision in areas where and when bullying happens, as identified through climate surveys

### **INTERVENTION AND SUPPORT STRATEGIES**

We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through a school-wide approach.

To this end, we will:

- use “teachable moments” and progressive discipline to address inappropriate behaviour
- consider mitigating and other factors that are affecting a student’s behaviour
- ensure we have steps in place to identify and respond to bullying when it happens
- identify ways to support all students involved in bullying
- communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students

April 2014